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ABSTRACT

Although the United States now has a surplus of 80,000 to 90,000 newly qualified teachers, a few districts have shortages of teachers and administrators. This study attempted to collect information on teacher and administrator shortages. Questionnaires were sent to a sample of 600 Local Education Agencies. Return rate was 90 percent. Results indicated that an estimated total of 9,200 teacher positions could not be filled in the fall of 1977 due to a lack of qualified candidates. The largest number of shortages occurred in special education, particularly for teachers of the learning disabled. Other fields with large shortages included bilingual education and mathematics. Teaching of the learning disabled was mentioned most often (by about 1,200 districts) as an anticipated growth field in the next five years. Other leading fields of expected increasing demand were teaching of the gifted and talented, industrial arts, natural and physical sciences, mathematics, and agriculture. In the fall of 1977, an estimated 12,000 administrators were hired. Of the nation's 15,000 school districts, only an estimated 160 had administrative positions that could not be filled with qualified candidates. The total number of administrator shortages was about 200. (Author/JM)

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Fast Response Survey System

National Center for Education Statistics

Teacher and Administrator Shortages in Public School Systems Fall 1977

ED163589

EA 011 066

FRSS Report No. 4

HIGHLIGHTS

TEACHERS

- **General Shortages**

Although the United States now has a surplus of 80,000 to 90,000 newly qualified teachers and a considerably larger number in the reserve pool, an estimated total of 9,200 positions could not be filled in the fall of 1977 due to a lack of qualified candidates. About one in five districts (3,000 of 15,000) encountered at least one shortage.

- **Shortages by Instructional Field**

The largest number of shortages (about 3,200) occurred in the special education area, particularly for teachers of the learning disabled. Other fields with large shortages included bilingual education and mathematics (about 1,200 and 1,100, respectively).

- **Shortages by Instructional Level**

The leading shortage fields varied by instructional level. At the elementary level, the field of teaching the learning disabled predominated, while shortages of bilingual education teachers ranked highest for elementary/secondary combined assignments, and mathematics shortages led at the secondary grades.

- **Future Increases in Demand**

Teaching of the learning disabled was mentioned most often (by about 1,200 districts) as an anticipated growth field within the next five years. Other leading fields of expected increasing demand were the gifted and talented, industrial arts, natural and physical sciences, mathematics and agriculture (600 to 900 districts each).

ADMINISTRATORS

- **Number Hired**

In the fall of 1977, an estimated 12,000 administrators were hired, almost 60 percent of whom were principals and assistant principals, and 15 percent of whom were superintendents and assistant superintendents.

- **Shortages**

Of the approximately 15,000 school districts in the Nation, only an estimated 160 had administrative positions that could not be filled with qualified candidates. The estimated number of administrator shortages (about 200) encountered by these districts was also minimal.

NOTE: In this study, shortages are defined as position openings for which teachers (or administrators) were sought but could not be hired because qualified candidates were unavailable.

FAST RESPONSE SURVEY SYSTEM REPORT NO. 4

NCES 78-244

Teacher and Administrator Shortages in Public School Systems Fall 1977

by

Jeanette Geor ..... National Center for Education Statistics

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries." -- Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

Other reports of the Fast Response Survey System (FRSS):

No. 1 -- Statewide Developments in Performance-Based Education, 1976; a Survey of State Education Agencies

No. 2 -- Job Placement Services Provided by Local School Systems to High School Students, Graduates, and Dropouts, 1976

No. 3 -- Part-Time Financial Aid Counselors in Institutions of Higher Education, 1977

Prepared for the National Center for Education Statistics

by Westat, Inc. under

Contract Number 300-76-0009

FOREWORD

This report, the fourth in the Fast Response Survey System series, focuses on the demand for teachers and administrators in terms of the shortages encountered by school districts in the fall of the 1977-1978 school year.

This fast response survey was one of several NCES efforts to respond to the congressional mandate, contained in the Education Amendments Act of 1976, for current data on supply and demand of educational personnel. The findings will be incorporated in a comprehensive report to Congress.

The conceptualization of the survey and the specific request for data were originated by Stafford Metz, Chief of the Population Survey Branch, Division of Elementary and Secondary Education Statistics, who also served as subject matter specialist for the project. A number of other NCES staff members contributed substantially to the survey. O. Jean Brandes, Richard Cook, and John Sietsema advised on the questionnaire development, and Robert North, Technical Planning Officer, provided helpful suggestions during the review of the questionnaire and report. All phases of the FRSS design and operations are the responsibility of Jeanette Goor, FRSS Project Officer, under the general supervision of Marjorie O. Chandler, Acting Director of the Division of Multilevel Education Statistics.

The survey was conducted and the report prepared by Westat, Inc., under a contract with the National Center for Education Statistics, with Elizabeth Farris serving as project director. Other key Westat project personnel included: Joseph Waksberg, statistical consultant; Diane Gertler, education consultant; Susan Rieger, who managed the data collection activities and participated in other survey phases; Edwin Krintz, who supervised the receipt control; and Mike Mansouri and Russell Bucans, who were in charge of computer activities.

We are grateful to the FRSS State Coordinators who expedited the data collection and to the respondents in the school districts for their cooperation in completing the questionnaires. The support of these individuals and their agencies has made NCES's fast response surveys possible. Their cooperation has helped to demonstrate the feasibility of attaining the fast response survey objective, which is to obtain quickly a limited amount of data needed for policy purposes.

Marie D. Eldridge

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Administrator
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INTRODUCTION

Throughout the 1950's and 1960's, the supply of elementary and secondary teachers fell short of the demand. This relationship was reversed around 1970, however, when the number of qualified teachers exceeded the number of available positions. To keep abreast of the supply and demand situation of educational personnel, Congress included in the Education Amendments Act of 1976 (P.L. 94-482) the following mandate to the National Center for Education Statistics:

> "Conduct a continuing survey of institutions of higher education and local education agencies to determine the demand for, and the availability of, qualified teachers and administrative personnel, especially in critical areas within education which are developing or likely to develop..."

The fast response survey of teacher and administrator shortages was conducted as part of a larger effort in response to this mandate. The information obtained from this survey will be incorporated in a comprehensive report to Congress.

The survey had two objectives. The first, and primary, objective was to determine whether school districts were experiencing any shortages of teachers and administrators and, if so, the instructional fields and administrative specialties in which shortages were occurring. (Shortages were defined as "position openings for which teachers and administrators were sought but were unable to be hired because qualified candidates were unavailable.") The second objective was to obtain data about emerging or expanding fields of demand for both teachers and administrators.

The survey methodology and the questionnaire, with national estimates of the responses, are given in appendixes I and II, respectively.

SURVEY FINDINGS

Teacher Openings and Shortages

In the fall of 1977, an estimated 85 percent of the school districts had one or more position openings, while 19 percent had at least one position that could not be filled because qualified candidates were unavailable. An estimated total of 9,245 shortages were experienced across all instructional levels. About 40 percent, or 3,711, of these shortages occurred at the elementary grades; 49 percent, or 4,532, at the secondary grades; and the remaining 11 percent at the elementary/secondary combined levels. Table 1 presents summary estimates of position openings and shortages for the 15,344 elementary and secondary districts represented in this survey.

These shortages, however, should be viewed within the context of the national surplus of teachers. For example, between 80,000 and 90,000 newly qualified teacher could not find teaching positions in each of the past few years. In addition, there is a reserve pool of about 150,000 to 200,000 teachers.* A more detailed discussion of these data can be found in NCES's 1978 report to Congress on the demand for, and availability of, teachers and administrative personnel.

Table 1.--Number of teacher shortages 1/ and school districts with teacher openings and shortages, by instructional level: United States, fall 1977

Level	Number of teacher shortages	School districts 2/				
		Total	With at least one opening		With at least one shortage	
			Number	Percent	Number	Percent
Total	9,245	15,344	13,093	85	2,964	19
Elementary	3,711	14,830	11,226	76	1,627	11
Secondary	4,532	12,635	10,115	80	1,858	15
Combined elementary/ secondary assignments	1,002	- 3/	2,217	- 3/	215	- 3/

1/ Position openings for which teachers were sought but were unable to be hired because qualified candidates were unavailable

2/ The numbers and percents of school districts with openings and shortages do not sum to the totals because most districts contain both elementary and secondary levels.

3/ The number of districts combining elementary/secondary assignments is unknown.

* The reserve pool is considered to be composed of persons who are qualified to teach and not teaching but who are seeking teaching jobs.

Shortages by Instructional Field

As reported in table 2, shortages were concentrated within a few teaching fields. Thirty-five percent (3,238) of all 9,245 shortages occurred in the area of special education, and nearly half (1,460) of the special education shortages were for teachers of the learning disabled. Other fields in which shortages were concentrated included bilingual education (1,237) and mathematics (1,143).

The last column in table 2 shows the percentage of districts with openings that had shortages. Across the Nation, 23 percent of the districts that had at least one opening in any field experienced one or more shortages. In the field of special education, 21 percent of those districts with position openings were unable to find qualified candidates to fill them.

Table 2.--Number of teacher shortages 1/ and school districts with teacher openings and shortages at any instructional level, by instructional field: United States, fall 1977

Instructional field or level	Number of shortages	School districts 4/		
		With at least one opening	With at least one shortage	
		Number	Number	Percent of districts with openings
Total U.S.	9,245	13,093	2,964	23
Learning disabled 2/	1,460	4,749	825	17
Bilingual education	1,237	773	119	15
Mathematics	1,143	4,619	644	14
Speech impaired 2/	604	2,550	384	15
Mentally retarded 2/	502	2,795	307	11
Nat. & phys. sciences	441	3,348	163	5
Reading	436	2,916	303	10
Gifted and talented 2/	339	955	173	18
Emotionally disturbed 2/	327	1,480	165	11
Industrial arts	310	2,596	230	9
Severely handicapped 2/	244	650	192	30
English language arts	224	6,009	152	3
Primary (grades 1-3)	194	7,231	164	2
Health, phys. ed.	184	4,452	135	3
Music	168	4,273	153	4
Math/science	144	733	104	14
Elementary grades 4 & above	138	6,391	45	(*)
Other vocational education 3/	120	395	117	30
Trade and industry 3/	104	816	29	4
Other special education 2/	101	1,290	64	5
Agriculture 3/	45	1,024	42	4
Social studies	38	3,426	14	(*)
Technical education 3/	32	387	32	8
Art	31	2,608	29	1
Foreign languages	26	1,701	8	(*)
English/social studies	20	647	2	(*)
Preprimary (PK-Kgn.)	17	3,619	14	(*)
Distributive education 3/	13	805	10	1
Occup. home economics 3/	8	827	3	(*)
Health occupations 3/	7	347	5	1
Office occupations 3/	2	518	2	(*)
Business	2	2,170	2	(*)
Home economics (non-occup.)	2	2,424	2	(*)
Others	582	-	-	-
Any special education (excluding gifted and talented)	3,238	7,017	1,471	21
Any vocational education	331	3,208	226	7

* Less than one percent

1/ Position openings for which teachers were sought but were unable to be hired because qualified candidates were unavailable

2/ Special education field

3/ Vocational education field

4/ The numbers and percents of school districts with openings and shortages do not sum to the totals because some districts had openings and shortages in more than one instructional field.

Shortages by Instructional Field and Level

Teaching fields with the largest number of shortages varied among instructional levels (table 3). At the elementary level, shortages of special education teachers (excluding those for the gifted and talented) accounted for 59 percent of all shortages. Within special education, about half of the positions that could not be filled due to the unavailability of qualified candidates were for teachers of the learning disabled.

At the secondary level, however, special education represented only 19 percent of the shortages, while mathematics led with 23 percent. Shortages for bilingual education teachers were most predominant for combined elementary and secondary assignments, where they constituted 60 percent of all shortages.

Table 3.--Instructional fields with the largest number of shortages 1/, by instructional level: United States, fall 1977

Level and instructional field	Shortages 3/	
	Number	Percent of total shortages at each instructional level
All levels	9,245	--
Elementary total	3,711	100
Learning disabled 2/	1,128	30
Speech impaired 2/	468	13
Bilingual education	341	9
Reading	279	8
Primary (grades 1-3)	194	5
All special education (excluding gifted and talented)	2,205	59
Secondary total	4,532	100
Mathematics	1,064	23
Nat. and phys. sciences	417	9
Learning disabled 2/	332	7
Industrial arts	310	7
Bilingual education	295	7
All special education (excluding gifted and talented)	872	19
All vocational education	331	7
Combined elementary/ secondary assignments total	1,002	100
Bilingual education	601	60
Mentally retarded 2/	118	12
Reading	106	11

1/ Position openings for which teachers were sought but were unable to be hired because qualified candidates were unavailable

2/ Special education field

3/ Numbers and percents at each instructional level do not sum to the totals because not all fields are included.

Future Increases in Demand

An estimated total of 39 percent (or 5,990) of the school districts specified one or more instructional fields in which they expected an increased demand for teachers during the next five years. These fields and the frequency with which they were mentioned are given in table 4. Slightly less than half (2,753) of these districts anticipated growth in special education (excluding teachers of the gifted and talented), while about one-fourth (1,493) expected increased demand in one or more vocational fields. Of the specific fields, the likelihood for an increase in demand was mentioned most frequently for teachers of the learning disabled, the gifted and talented, industrial arts, natural and physical sciences, mathematics and agriculture.

Few districts expected an increase in demand in the fields of health and physical education, occupational home economics, health occupations and foreign languages. No districts mentioned the combined field of English/social studies in this connection.

Table 4.--School districts identifying fields (at any instructional level) for which demand for teachers is likely to emerge or grow in their districts in the next five years: United States, fall 1977

Instructional field or level	Number of districts identifying emerging or growing field or level
Any field	5,990
Learning disabled 1/	1,185
Gifted and talented 1/	944
Industrial arts	773
Nat. & phys. sciences	731
Mathematics	655
Agriculture 2/	609
Elementary grades 4 & above	494
Other special education 1/	461
Art	410
Reading	366
Bilingual education	319
Severely handicapped 1/	312
Primary (grades 1-3)	292
Emotionaly disturbed 1/	276
Home economics (non-occup.)	241
Mentally retarded 1/	208
Music	205
Speech impaired 1/	198
Technical education 2/	192
Other vocational education 2/	166
Trade and industry 2/	141
Preprimary (PK-Kgn.)	100
English language arts	88
Math/science	36
Business	29
Distributive education 2/	25
Office occupations 2/	17
Health, phys. ed.	10
Occup. home economics 2/	8
Health occupations 2/	6
Foreign languages	6
English/social studies	0
Any special education (excluding gifted and talented) 3/	2,753
Any vocational education 4/	1,493

1/ Special education field

2/ Vocational education field

3/ Also includes "special education" without specific field delineations

4/ Also includes "vocational education" without specific field delineations

Administrator Openings, Shortages, and Hirings

Both the number of districts with shortages and the number of shortages for administrators were negligible. While an estimated one-third (or about 5,128) of the school districts had at least one opening for school administrators, only one percent (161) of all districts were unable to find qualified candidates to fill their positions. As a result, an estimated nationwide total of 211 shortages was experienced for qualified administrators.

Position openings for administrators were concentrated in the two main types of specialties: (1) principals and vice principals, and (2) superintendents and assistant superintendents (table 5a). Openings for principals and vice principals were available in about 24 percent (3,730) of all districts, of which only 126 experienced at least one shortage. About 10 percent of the districts (1,548) had openings for superintendents and assistant superintendents, and almost all were able to find qualified candidates.

An estimated total of 12,006 administrators were hired in the fall of 1977, with the majority of the positions going to principals and vice principals (table 5b). About one of every two (53 percent) of the administrators hired were new to school administration. (Administrators new to school administration were defined as those who were not employed as school administrators the previous year.) By specialty, the percentages of new administrators varied from 39 percent for newly hired superintendents and assistant superintendents to 70 percent for newly hired business and finance administrators.

Table 5a.--School districts with administrator openings and shortages 1/, by administrative specialty: United States, fall 1977

Administrative specialty	Districts with openings 2/		Number of districts with shortages 2/
	Number	Percent of all districts 3/	
Any specialty	5,128	33	161
Superintendent and assistant superintendent	1,548	10	2
Principal and vice principal	3,730	24	126
Staff relations	127	1	0
Curriculum development	500	3	5
Business and finance	430	3	2
Other	729	5	30

1/ Position openings for which administrators were sought but were unable to be hired because qualified candidates were unavailable

2/ The numbers and percents of districts do not sum to the totals because some districts had openings and shortages in more than one administrative speciality.

3/ Percents are based on 15,344 districts.

Table 5b.--Number and percent of administrators hired and number of administrator shortages 1/, by administrative specialty: United States, fall 1977

Administrative specialty	Administrators hired, fall 1977					Number of shortages
	Total		Percent not employed as school administrators in 1976-77	Percent employed as school administrators in 1976-77		
	Number	Percent 2/		In another specialty	In the same specialty	
Any specialty (total)	12,006	100	53	22	24	211
Superintendent and assistant superintendent	1,801	100	39	36	25	2
Principal and vice principal	7,152	100	54	16	29	166
Staff relations	180	100	47	48	6	0
Curriculum development	985	100	51	41	8	5
Business and finance	477	100	70	13	17	2
Other	1,411	100	61	24	15	36

1/ Position openings for which administrators were sought but were unable to be hired because qualified candidates were unavailable

2/ Percents may not sum to 100 due to rounding.

SUMMARY

Although an estimated reserve pool of 150,000 to 200,000 teachers exists, along with a surplus of about 80,000 to 90,000 newly qualified teachers, the fast response survey of teacher and administrator shortages revealed that 19 percent of the school districts experienced one or more shortages in the fall of 1977. A nationwide total of 9,245 shortages was estimated. Teaching of the learning disabled, bilingual education and secondary mathematics were the specific fields in which the largest number of shortages were reported. The two highest ranking fields for anticipated growth in teacher demand were teaching of the learning disabled and the gifted and talented.

Very few shortages (211) were experienced in the efforts to fill administrative positions with qualified candidates, and these few occurred primarily for principals and vice principals.

APPENDIX I

The Fast Response Survey System

The Fast Response Survey System (FRSS) was established by NCES for the rapid collection of data on important educational issues. The system focuses on information that is not available from other sources and that is narrowly limited in scope.

The FRSS covers six education sectors. They are:

State education agencies (SEAs)
Local education agencies (LEAs)
Public elementary and secondary schools
Nonpublic elementary and secondary schools
Institutions of higher education
Noncollegiate postsecondary schools with occupational programs.

All 50 States and the District of Columbia are included in the SEA sector. For each of the other sectors, a stratified random sample was designed to allow valid national estimates to be made. The sample sizes range from 500 to 1,000.

A data collection network involving both respondents and coordinators was developed in each sector. The coordinator's role is to assist in the data collection by maintaining liaison with the sampled institutions or agencies. The respondents were selected to report for their institutions or agencies and are responsible for completing the questionnaires.

The Fast Response Survey System provides NCES with a mechanism for furnishing data quickly and efficiently. All aspects of the system--the sample design, the network of coordinators and respondents, and the short questionnaires--have been designed with this end in mind.

Methodology for the LEA Survey of Teacher and Administrator Shortages for the 1977-1978 School Year

For this study, a national sample of 600 local education agencies (LEAs) was drawn from the universe of approximately 15,000 public school districts in the United States. The universe of LEAs was stratified by enrollment size and the Orshansky Poverty Index prior to sample selection.

The sample was reduced to 564 school districts after correcting for school district mergers, closings, and refusals to participate in the Fast Response Survey System. On receipt of 90 percent of the questionnaires (507), the data collection effort was halted.

A weight adjustment was made to account for survey nonresponse. The weight adjustment was calculated for each cell of a two-way tabulation of responses. This tabulation made use of the enrollment size and the Orshansky Poverty Index classification of each school district. The resulting weighted survey responses represent the 15,344 school districts in the United States. Table A shows the cell and marginal totals used in the weighting.

Table A.--Universe of public school districts by enrollment size and poverty index

Enrollment size	Total	Number of districts by poverty index		
		8.5 percent and less (high family income)	8.6 - 36.5 percent (medium family income)	Over 36.5 percent (low family income)
Total	15,344	4,863	9,197	1,284
Less than 2,500	11,342	2,965	7,365	1,012
2,500 - 4,999	2,085	1,009	900	176
5,000 - 9,999	1,120	554	489	77
10,000 - 24,999	595	284	292	19
25,000 and over	202	51	151	0

Source: Market Data Retrieval Combined Mail File, fall 1975

Orshansky Poverty Index

The Orshansky Poverty Index is a measure to determine the "poverty level" for family incomes. In calculating this index for school districts, the number of "poverty" children in a district is determined as those children between ages 5 and 17 whose family income falls below the "poverty level." The poverty level is calculated using the family income, the number of children in the family, the type of household head, and the rural-urban status of the district. The socioeconomic data used were taken from the 1970 Census. The number of "poverty" children was then divided by the total number of children aged 5 to 17 in the district to calculate an index of "poverty" children for each district. The school district statistics and the enrollment figures were taken from the Fall 1975 Market Data Retrieval Combined Mail File.

Standard Errors of the Statistics

The reliability of estimated percents presented in the tables may be determined by using table B, Approximate Standard Errors of Percents of Districts. The values in table B are generalized standard errors for all percents, calculated from the base figures given. Standard errors for intermediate values not shown may be approximated by interpolation. Coefficients of variation for the survey estimates of the numbers of shortages in listed instructional fields are given in table C.

Table B.--Approximate standard errors of percents of districts

Percent	Standard error when base is							
	15,000	7,500	5,000	2,500	1,250	1,000	750	500
5 or 95	1.7	2.4	3.0	4.2	6.0	6.7	7.7	9.3
10 or 90	2.4	3.3	4.1	5.8	8.2	9.2	10.6	12.8
15 or 85	2.7	4.0	4.9	6.9	9.8	10.9	12.6	15.2
20 or 80	3.0	4.5	5.4	7.8	11.0	12.3	14.1	17.1
25 or 75	3.4	4.8	5.9	8.4	11.9	13.3	15.2	18.5
30 or 70	3.6	5.1	6.2	8.9	12.6	14.0	16.1	19.6
40 or 60	3.9	5.5	6.7	9.5	13.5	15.0	17.3	20.9
50	3.9	5.6	6.8	9.7	13.7	15.3	17.6	21.4

Table C.--Approximate coefficients of variation for estimated numbers of shortages in instructional fields

Instructional field	Size of estimates	Coefficient of variation
Total	9,245	.170
Learning disabled	1,460	.308
Bilingual education	1,237	.492
Mathematics	1,143	.299
Speech impaired	604	.334
Mentally retarded	502	.374
Nat. & phys. sciences	441	.226
Reading	436	.435
Gifted and talented	339	.709
Emotionally disturbed	327	.219
Industrial arts	310	.432
Severely handicapped	244	.561
English language arts	224	.607
Primary (grades 1-3)	194	.660
Health, phys. ed.	184	.716
Music	168	.741
Math/science	144	.394
Elementary grades 4 and above	138	.472
Other vocational education	120	.922
Trade and industry	104	.406
Other special education	101	.310
Agriculture	45	.228
Social studies	38	.844
Technical education	32	.812
Art	31	.709
Foreign languages	26	.979
English/social studies	20	.993
Preprimary (PK-Kgn.)	17	.610
Distributive education	13	.678
Occup. home economics	8	.761
Health occupations	7	.655
Office occupations	2	.988
Business	2	.959
Home economics (non-occup.)	2	1.001
Others	582	.472
Any special education (excluding gifted and talented)	3,238	.190
Any vocational education	331	.349

FAST RESPONSE SURVEY SYSTEM (FRSS)

APPENDIX II

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D. C. 20202

FORM APPROVED
OMB No. 51-R1191

LEA SURVEY OF TEACHER AND ADMINISTRATOR SHORTAGES FOR THE 1977-78 SCHOOL YEAR

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Indicate the grade level your district contains. (Mark an "X" in only one box.) Elementary ☐ Secondary ☐ Both ☐

I. TEACHERS. Position openings: Mark (X) for each instructional field in which budgeted position vacancies occurred from spring 1977 to fall 1977 for the 1977-78 school year. Include vacated as well as new positions. (Exclude openings filled by transfers within your district.) → Shortages: Enter the numbers of position openings for which teachers were sought but were unable to be hired because qualified candidates were unavailable.

IA. Teachers for ELEMENTARY grades.

Instructional field	Mark (X) if position openings for fall 1977	Teacher Shortages: Number of openings for which teachers were sought but not hired	
Preprimary (PK-KGN)	3619	14 1/	17 2/
Primary (Grades 1-3)	7231	164	194
Grades 4 and above elem. grades	6391	43	138
Special areas:			
Art	995	21	21
English lang. arts	1091	13	18
Health, Phys. ed.	1856	8	32
Mathematics	765	37	79
Music	2226	144	148
Reading	2408	174	279
Science	1043	9	24
Social studies	560	6	8
Bilingual education	646	58	341
Others (specify)	206	26	39
Special education:			
Gifted and talented	897	161	170
Severely handicapped	496	155	170
Moderately and mildly handicapped:			
Emotionally disturbed	1177	151	223
Learning disabled	4044	790	1128
Mentally retarded	1960	82	167
Speech impaired	1996	359	468
Other spec. ed. (spec.)	785	27	43
	78	3	6

IB. Teachers for COMBINED ELEMENTARY/SECONDARY assignments.

Art	598	0	0
Health, Phys. ed.	334	2	20
Music	722	2	4
Bilingual education	245	59	601
Severely handicapped	76	2	4
Moderately & mildly handicapped:			
Mentally retarded	417	112	118
Speech impaired	373	39	39
Others (specify)	428	107	110
Reading	115	106	106

IC. Teachers for SECONDARY grades.

Instructional field	Mark (X) if position openings for fall 1977	Teacher Shortages: Number of openings for which teachers were sought but not hired	
SINGLE FIELDS			
Art	1573	8 1/	10 2/
Business	2170	2	2
English lang. arts.	5548	152	206
Foreign languages	1701	8	26
Health, Phys. ed.	3676	132	132
Home economics (non-occup.)	2424	2	2
Industrial arts	2596	230	310
Mathematics	4189	615	1064
Music	2527	9	16
Nat. & Phys. sciences	2881	157	417
Social studies	3148	8	32
Other single fields (spec.)	441	155	374
Reading	496	33	51
Special education:			
Gifted and talented	363	151	169
Severely handicapped	306	37	70
Moderately and mildly handicapped:			
Emotionally disturbed	745	55	104
Learning disabled	1881	234	332
Mentally retarded	1282	139	217
Speech impaired	693	50	97
Other spec. ed. (spec.)	585	42	52
	18	0	0
Vocational education:			
Agriculture	1024	42	45
Distributive education	805	10	13
Health occupations	347	5	7
Occup. home economics	827	3	8
Office occupations	518	2	2
Technical education	387	32	32
Trade & industry	816	29	104
Other voc. ed. (specify)	277	11	13
	121	107	107
COMBINATIONS OF FIELDS			
Math/Science	733	104	144
English/Social studies	647	2	20
Bilingual education	156	64	295
Others (specify)	302	18	30
	58	29	29

II. NEW ADMINISTRATORS, 1977-78. Enter the numbers of new appointees who, in 1976-77, were: (1) not employed as school administrators in your district or another; (2) employed as school administrators in (a) another specialty in your district or another, (b) same specialty in another district only.

SHORTAGES. Enter the numbers of position openings for which administrators were sought but were unable to be hired because qualified candidates were unavailable.

II. New administrators: specialty in 1977-78	Number of new appointees, 1977-78			Shortages
	Not employed as school administrators in 1976-77	Employed as school administrators in 1976-77		Openings for which administrators were sought but not hired
		In another specialty	In same specialty	
Supt. & Asst. Supt.	695	648	458	2
Principal & Vice Principal	3883	1164	2105	166
Staff relations (include collective bargaining)	84	86	10	0
Curriculum development	503	401	81	5
Business and finance	334	61	82	2
Others (specify)	867	339	205	36

III. EMERGING FIELDS AND SPECIALTIES. Please list the instructional fields and administrative specialties for which demand for personnel is likely to emerge or grow in your district within the next five years.

(a) Teachers	(b) Administrators
(1)	(1)
(2)	(2)
(3)	(3)

Name and title of person completing this form

Telephone: Area Code Number

1/ No. of districts with one or more shortages 22

2/ No. of shortages

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